DOCUMENT RESUME

ED 232 472 FL 013 847

TITLE	Report on Teacher Supply Needs for Bilingual Education and English as a Second Language. Submitted to the Sixty-Eighth Legislature. Texas Education Code [Section 21.459(g)].
INSTITUTION	Texas State Board of Education, Austin.
PUB DATE	Dec 82
NOTE	41p.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Bilingual Education Programs; Educational Assessment; *English (Second Language); Higher Education; Language Teachers; *Needs Assessment; *State Legislation; Surveys; *Teacher Supply and Demand
IDENTIFIERS	*Texas

ABSTRACT

This report treats the following topics: (1) a history of state certification programs, including pilot programs, certification endorsement standards, institutes, and the graduate degree plan in bilingual education; (2) an outline of a plan to meet teacher supply needs in response to a state Senate bill; (3) tables presenting data from surveys dealing with school population, certified bilingual education teachers and English as a second language (ESL) teachers needed for staffing state-funded programs in 1981-82, areas of current and future teacher shortage, and projections of teaching areas and assignments; (4) an outline of a recruitment plan to meet teacher supply needs for bilingual education and ESL programs; and (5) 9 State Board of Education recommendations designed to recruit and educate the teachers necessary to staff bilingual and ESL programs. Appendices include listings of Texas colleges and universities with graduate bilingual and ESL programs, and sections of statutes enacted by the Texas State Legislature. (AMH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED232472

State Board of Education

Report on Teacher Supply Needs for Bilingual Education and English as a Second Language

Submitted To The Sixty-Eighth Legislature

Texas Education Code [Section 21.459(g)]

FL013847

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

December, 1982

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Texas Education Agency

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

State Board Of Education

201 East 11th Street
Austin, Texas 78701
(512) 475-4318

Joe Kelly Butler, Chairman
Houston, Congressional District 7
W.H. Fetter, Vice Chairman
La Marque, Congressional District 9
Paul Matthews, Secretary
Greenville, Congressional District 4

Mrs. Elizabeth R. Armstrong
Lake Jackson
Congressional District 22
Volly Beatine, Jr.
Houston
Congressional District 18
James M. Binion
Abilene
Congressional District 17
W.W. Carter
Amarillo
Congressional District 13
Don H. Cook, D.D.S.
Mesquite
Congressional District 5
Bryan Crouch
Poteet
Congressional District 23
Dr. Virginia Currey
Arlington
Congressional District 24
Jimmy L. Elrod
San Antonio
Congressional District 21
Mike Fernandez, Jr.
San Antonio
Congressional District 20
Wayne Frederick
Orange
Congressional District 2
E.R. Gregg, Jr.
Jacksonville
Congressional District 1
Ruben E. Hinojosa
Mercedes
Congressional District 15
Jim Hollingsworth
De Soto
Congressional District 6
William N. Kemp, O.D.
Houston
Congressional District 8
Mrs. Mary Ann Leveridge
East Bernard
Congressional District 14
Rex Reddell
San Marcos
Congressional District 10
Paul M. Stevens
Fort Worth
Congressional District 12
Mrs. Laura Tynes
Waco
Congressional District 11
Mrs. Marjory Vickery
Lewisville
Congressional District 3
James H. Whiteside
Lubbock
Congressional District 19
Wayne Windle
El Paso
Congressional District 16

Raymon L. Bynum
Commissioner of Education

TO THE HONORABLE GOVERNOR OF TEXAS
AND MEMBERS OF THE 68TH LEGISLATURE:

In accordance with Section 21.459(g), *Texas Education Code,* the enclosed report on Teacher Supply Needs for Bilingual Education and English as a Second Language is respectfully submitted for your consideration. This report was reviewed and approved by the State Board of Education at its regular meeting on November 13, 1982.

Senate Bill 477, 67th Legislature, Regular Session, charged the State Board of Education with developing a comprehensive plan for meeting teacher supply needs to conduct bilingual education and special language programs. This report includes history of programs relating to bilingual education in Texas since 1968 when the first pilot program was approved by the State Board of Education, as well as a plan for meeting teacher supply needs in bilingual education and English as a second language.

You will note that many of the recommendations included in this report address the supply/demand problems of professional education personnel in general. In addition, they also closely follow the recommendations of the Select Committee on Public Education which examined recruitment, hiring and retention of education personnel. The plan for meeting the supply needs for education personnel in general, and for teacher supply needs for bilingual education and English as a second language in specific, will require the cooperation of the Texas Legislature, the State Board of Education, the Texas Education Agency, higher education and public school education.

The Texas Education Agency would be pleased to provide additional information upon request.

Respectfully submitted,

Joe Kelly Butler

Joe Kelly Butler, Chairman
State Board of Education

STATE BOARD OF EDUCATION
(State Board for Vocational Education)

JOE KELLY BUTLER, Houston
Chairman of the State Board of Education
Congressional District 7

W.H. FETTER, La Marque
Vice Chairman of the State Board of Education
Congressional District 9

PAUL MATHEWS, Greenville
Secretary of the State Board of Education
Congressional District 4

Board Members

VOLLY BASTINE, JR., Houston
Congressional District 18

JAMES M. BINION, Abilene
Congressional District 17

W.W. CARTER, Amarillo
Congressional District 13

DON H. COOK, D.D.S., Mesquite
Congressional District 5

BRYAN CROUCH, Poteet
Congressional District 23

DR. VIRGINIA CURREY, Arlington
Congressional District 24

JIMMY L. ELROD, San Antonio
Congressional District 21

MIKE FERNANDEZ, JR., San Antonio
Congressional District 20

WAYNE FREDERICK, Orange
Congressional District 2

E.R. GREGG, JR., Jacksonville
Congressional District 1

RUBEN E. HINOJOSA, Mercedes
Congressional District 15

JIM HOLLINGSWORTH, De Soto
Congressional District 6

WILLIAM N. KEMP, O.D., Houston
Congressional District 8

MRS. MARY ANN LEVERIDGE, East Bernard
Congressional District 14

REX REDDELL, San Marcos
Congressional District 10

PAUL M. STEVENS, Fort Worth
Congressional District 12

MRS. LAURA TYNES, Waco
Congressional District 11

MRS. MARJORY VICKERY, Lewisville
Congressional District 3

JAMES H. WHITESIDE, Lubbock
Congressional District 19

WAYNE WINDLE, El Paso
Congressional District 16

RAYMON L. BYNUM, Commissioner of Education
(Executive Officer of the State Board of Education)

Vacant Position
Congressional District 22

Committees of the State Board of Education

Policy, Budget, and Finance
E.R. GREGG, Chairman
WAYNE FREDERICK, Co-Chairman

Instruction, Research, and Evaluation
MARY ANN LEVERIDGE, Chairman
WILLIAM N. KEMP, Co-Chairman

Special Populations
RUBEN E. HINOJOSA, Chairman
DON H. COOK, Co-Chairman

Litigation and Appeals
WAYNE WINDLE, Chairman
VOLLY BASTINE, Co-Chairman

Teacher Preparation, School Support Services, and Special Projects
BRYAN CROUCH, Chairman
JAMES H. WHITESIDE, Co-Chairman

Investment of the Permanent School Fund
JIMMY L. ELROD, Chairman
PAUL M. STEVENS, Co-Chairman

Ad Hoc Committees

Vocational Task Force
WAYNE FREDERICK, Chairman
REX REDDELL, Co-Chairman

Planning Committee
JIMMY L. ELROD, Chairman
W.W. CARTER, Co-Chairman

Steering Committees
(Legislative Mandates)

Finance
E.R. GREGG, Chairman
W.H. FETTER
JAMES H. WHITESIDE

Curriculum
MARY ANN LEVERIDGE, Chairman
JIMMY L. ELROD
WILLIAM N. KEMP

Teacher Preparation
BRYAN CROUCH, Chairman
MIKE FERNANDEZ
REX REDDELL

Vocational Education
REX REDDELL, Chairman
BRYAN CROUCH
WAYNE FREDERICK
JIM HOLLINGSWORTH

Senate Concurrent Resolution 22
(67th Legislature, 1st Called Session)

JOE KELLY BUTLER
JIMMY L. ELROD
E.R. GREGG

Table of Contents

Introduction 1
History of Certification Programs 2
  Pilot Programs 2
  Certification/Endorsement 2
  Institutes 3
  Degree Plan 4
Senate Bill 477 5
Surveys 6
Recruitment Plan 15
Recommendations 17
Appendix 18

Introduction

English is the language of the American mainstream, and for this reason every student in Texas public schools must be taught to read, write and speak English. This requirement has been mandated by both the Texas Legislature and by the society served by the Texas public school system. The need to serve students who enter Texas public schools knowing little or no English is both pervasive and recurring. Projections based on U.S. Census Bureau population data and the statewide school district surveys conducted by the Texas Education Agency predict a long-range public responsibility for helping these students take their place in the mainstream of American society.

The State Board of Education in this report presents a series of nine recommendations designed to recruit and educate the teachers necessary to staff bilingual and English as a second language programs. Earlier efforts to meet the needs of non-English speaking students, and the experience gained by the public school districts, colleges and universities, and the Texas Education Agency are also outlined in detail.

History of Certification Programs

The Texas Education Agency, in its efforts to carry out the mandates of the Legislature and the general public, has reached important milestones in educating bilingual teachers:

(1) Pilot programs for certification in bilingual education
(2) Bilingual endorsement for teacher certificates
(3) Teacher training institutes
(4) Decision to emphasize four-year programs

Pilot Programs

In October 1968, the State Board of Education approved the pilot bilingual teacher education program developed by Our Lady of the Lake University in San Antonio. The Board also approved seven additional pilot programs over the next six years, including:

The University of Texas at Austin, January 1969

Texas Woman's University, July 1969

Pan American University, July 1971

St. Edward's University, July 1971

Texas A & I at Kingsville, May 1972

Dominican College, January 1973

University of Houston at Clear Lake City, January 1974

Certification Endorsement

The State Board of Education adopted the first set of standards for bilingual education certification on April 6, 1974. These standards, based on the programs, experience and recommendations of the colleges and universities that had participated in the pilot programs, focused on two provisions:

(1) Certification program standards for a 24 semester-hour area of specialization (Plan II - Elementary) or teaching field (Plan I - Secondary) offered in colleges and universities; and
(2) Endorsements to provisional certificates.

Standards for the regular undergraduate certification program prescribed studies in six areas: foundations, language, linguistics, psychology, culture and methodology. A number of the pilot programs were revised to meet these requirements.

The original bilingual endorsement standards required a teacher to have taught in an organized, Texas Education Agency approved bilingual education program for three years prior to September 1, 1976, and to have passed a language proficiency test administered by the local public school committee. School district bilingual programs approved by the Agency at that time were funded under Title VII of the federal Elementary and Secondary Education Act. All programs included a special staff development component.

Experience required for endorsement was lowered from three years to one year in 1975, and all deadlines were removed. The role of the public school bilingual committee remained unchanged, however.

Institutes

Teachers not fully certified in bilingual education were required to hold a special assignment permit before serving in the pilot bilingual education programs. The obvious problem in training teachers in bilingual education was how to provide *non*-bilingual teachers with the kind of training necessary to meet the needs of non-English speaking students. The solution was provided by a series of bilingual teacher training institutes developed under contracts between the Texas Education Agency and the regional Education Service Centers.

Designed for teachers serving in the bilingual classrooms funded under Title VII, the 30-contact hour program included the following topics:

Legal aspects of bilingual education

Instructional materials

Parent and community involvement

Evaluation

Instruction in Spanish

Instruction in English as a second language

Culture

Teacher-student interaction

Classroom management

Participants in the 25 institutes held in the summer of 1974 took tests both before and after the program to measure the effectiveness of the program and its components. These data were then used to revise the instruction to be presented in later institutes. Major revisions included:

(1) Instruction in Spanish and in English as a second language was divided into two sessions, one in oral language development and a second in reading.
(2) The session on culture was deleted.

In March 1979 the Texas Education Agency and the Texas College and University System Coordinating Board invited representatives of school districts and institutes of higher education to discuss problems associated with teacher certification in bilingual education. The college and university administrators expressed a willingness to provide necessary teacher training. At the same session, the public school administrators recommended that the institutes for bilingual training be discontinued.

General dissatisfaction with the institutes prompted the State Board of Education to phase out the institute program. The Board also phased out the plan to issue bilingual endorsements based on prior service, beginning January 1, 1979. Any teacher still working toward the experience-based endorsement at that date would be required to complete the program by December 31, 1980.

A second series of institutes were offered which provided 100-contact hour language training sessions in the Spanish language for teachers already certified in other areas. Instruction provided the equivalent of six semester hours in college Spanish. A limited number of colleges and universities, as well as the Bilingual Institute of El Paso and the Berlitz School provided training to groups of eight-to-12 teachers. A number of teachers progressed through second and third institutes, gaining the equivalent of an undergraduate minor in Spanish. However, the institutes produced "mixed" results.

At the same time, the school district bilingual education committees were enforcing regulations which required teachers to provide the following:

(1) Demonstrated oral reading competence of a portion of a textbook in Spanish of at least the highest grade for which the applicant had been certified.
(2) Demonstrated ability to sustain a conversation in the language of the target population on a topic determined by the committee for at least three minutes without resorting to the use of English.
(3) Demonstrated written language proficiency through a one-page written composition describing a bilingual classroom activity.
(4) Demonstrated competence to react verbally to a critical classroom incident involving a target language-dominant student.

Degree Plan

In 1978 the State Board of Education adopted special regulations for a graduate program in bilingual education open to all teachers with a baccalaureate degree and a valid Texas certificate. Requirements included:

(1) Professional level oral and written proficiency in the language of the target population as measured by an examination approved by the Texas Eduation Agency.

(2) Credit for 12 semester hours at the graduate or undergraduate level earned after the baccalaureate degree. These hours may include:

Language acquisition and development in childhood (psycholinguistics)

Teaching language arts and reading in the language of the target population

Teaching English as a second language including reading and oral composition

Teaching mathematics, science and social studies in the language of the target population

(3) One year of successful classroom teaching in a bilingual program approved by the Texas Education Agency.

Two examinations, both oral and written, approved by the Texas Education Agency were used to test language proficiency. The oral examination is the Language Proficiency Interview (LPI), a special adaptation of the test provided to the Foreign Service Institute by the Educational Testing Service. The written examination is the College Level Examination Program, Spanish, level 2, Use of these tests provides a uniform standard of proficiency for endorsement in bilingual education.

The growth of bilingual teacher education programs in Texas colleges and universities parallels the expansion of bilingual and English as a second language teaching in the public schools. A total of 31 programs have been established since 1974, beginning with Corpus Christi State University and Southwestern University.

At the same time, the Texas Education Agency divisions of teacher education and bilingual education worked to provide assistance to the developing programs. As a result, 18 bilingual teacher education programs were approved in 1975, followed by another six programs in 1976. Six additional programs have been approved since that time. However, one program was discontinued when Dominican College closed. To date, a total of 39 undergraduate and 34 graduate programs have been approved by the Texas Education Agency. (Appendix A)

Senate Bill 477

As a result of recommendations from the Governor's Task Force on Bilingual Education, the 67th Texas Legislature amended Subchapter L of the Texas Education Code with the passage of Senate Bill 477. This bill established an additional program in bilingual education and English as a second language, a step which increases the gap between the supply and the need for bilingual teachers. At this time, both undergraduate and graduate certification programs in bilingual education were in place. However, no certification programs for English as a second language had been approved by the State Board of Education.

In response to Senate Bill 477, a committee representing the Commission on Standards for the Teaching Profession; the Coordinating Board, Texas College and University System; and the Texas Education Agency developed a comprehensive plan designed to meet teacher supply needs in both bilingual education and English as a second language programs.

This plan, approved by the State Board of Education on Novemer 13, 1982, addresses the following elements:

Survey of needs

Interim plan to meet immediate needs

Recruiting

Training for certification

Recommendations

Surveys

Tables A through D reflect data collected in the 1981-82 Fall Survey of Students in Texas Public Elementary and Secondary School Districts. The tables reflect both the total growth in school population and anticipated fluctuations in ethnic groups.

Table A

Fall Survey Student Count
By District Foundation School Program (FSP) Status
And By Student Ethnicity
1981-82

Foundation School Program (FSP) Distirct Status	Number of Active Districts	Membership						
		Total	Ethnicity					
			White, not of Hispanic Origin	Hispanic	Black, not of Hispanic Origin	Asian or Pacific Islander	American Indian or Alaskan Native	
Regular FSP	1,070	2,914,971	1,625,094	821,864	427,674	36,207	4,132	
Special Statutory	6	4,423	3,001	699	622	90	11	
State Administered	23	16,778	6,060	3,740	6,956	11	11	
TOTAL, Public Districts	1,099	2,936,172	1,634,155	826,303	435,252	36,308	4,154	

SOURCE: TEA, *Fall Survey of Pupils in Membership, Fall 1981.*

Table B

Fall Survey Ethnic Membership Changes
1972-73 to 1981-82

Ethnic Category Name 1981-82 (1972-73)	Student Membership				Change, 1972-73 to 1981-82	
	1972-73		1981-82		Number	Percent
	TOTAL	Percent	TOTAL	Percent		
TOTAL, Public Districts	2,738,131	100.0	2,936,172	100.0	198,041	7.2
White (Anglo & Other)	1,680,894	61.4	1,634,155	55.7	-46,739	-2.8
Hispanic (Spanish Surname)	618,986	22.6	826,303	28.1	207,317	33.5
Black (Negro)	430,154	15.7	435,252	14.8	5,098	1.2
Asian (Oriental)	4,995	.2	36,308	1.2	31,313	626.9
American Indian (American Indian)	3,102	.1	4,154	.1	1,052	33.9

SOURCE: TEA, *Fall Survey of Pupils in Membership, Fall 1981.*

Table C

State Total Fall Survey Student Ethnicity and Sex
Total Membership by Grade Level
1981 - 82

Individual and Combined Grade Levels	Total	Ethnicity					Sex		TOTAL Special Ed Program
		White	Hispanic	Black	Asian	American Indian	Male	Female	
GRADE LEVEL									
Pre-K	13,515	5,540	4,944	2,953	64	14	7,604	5,911	13,515
Kind	193,188	99,061	63,505	27,606	2,774	242	99,105	94,083	7,609
1	248,106	125,205	82,761	36,265	3,549	326	130,630	117,476	21,948
2	228,513	118,510	73,455	32,944	3,280	324	118,133	110,380	22,064
3	230,201	121,131	72,755	33,618	3,386	311	118,357	111,844	23,393
4	234,761	126,877	71,755	34,291	3,144	304	120,731	114,030	22,926
5	246,589	138,210	69,648	35,389	3,029	313	125,976	120,613	22,521
6	239,852	137,788	65,048	33,711	2,965	340	123,249	116,603	19,883
7	239,889	136,552	66,482	33,769	2,716	370	123,748	116,141	18,124
8	224,137	127,767	60,838	32,787	2,410	335	114,589	109,548	17,607
9	235,048	133,328	62,866	35,777	2,695	382	122,011	113,037	16,943
10	211,630	123,647	51,826	33,328	2,500	329	109,152	102,478	14,349
11	195,083	119,465	42,773	30,462	2,049	334	99,104	95,979	11,672
12	195,660	121,074	40,257	32,352	1,747	230	103,390	92,270	10,714
TOTAL									
Total	2,936,1[illegible]	1,634,155	826,303	435,252	36,308	4,154	1,515,779	1,420,393	243,268
Percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
ELEMENTARY (PK-8)									
Total	2,098,7[illegible]	1,136,641	628,581	303,333	27,317	2,879	1,082,122	1,016,629	189,590
Percent	71.5	69.6	76.1	69.7	75.2	69.3	71.4	71.6	77.9
SECONDARY (9-12)									
Total	837,421	497,514	197,722	131,919	8,991	1,275	433,657	403,764	53,678
Percent	28.5	30.4	23.9	30.3	24.8	30.7	28.6	28.4	22.1

Table D

State Total Fall Survey Student Ethnicity and Sex
Percent Membership by Grade Level
1981 - 82

Individual and Combined Grade Levels	Total	Ethnicity					Sex		TOTAL Special Ed Program
		White	Hispanic	Black	Asian	American Indian	Male	Female	
GRADE LEVEL									
Pre-K	100.0	41.0	36.6	21.8	0.5	0.1	56.3	43.7	100.0
Kind	100.0	51.3	32.9	14.3	1.4	.1	51.3	48.7	3.9
1	100.0	50.5	33.4	14.6	1.4	.1	52.7	47.3	8.8
2	100.0	51.9	32.1	14.4	1.4	.1	51.7	48.3	9.7
3	100.0	52.6	31.2	14.6	1.5	.1	51.4	48.6	10.2
4	100.0	54.0	29.9	14.6	1.3	.1	51.4	48.6	9.8
5	100.0	56.0	28.2	14.4	1.2	.1	51.1	48.9	9.1
6	100.0	57.4	27.1	14.1	1.2	.1	51.4	48.6	8.3
7	100.0	56.9	27.7	14.1	1.1	9.2	51.6	48.4	7.6
8	100.0	57.0	27.1	14.6	1.1	.1	51.1	48.9	7.9
9	100.0	56.7	26.7	15.2	1.1	.2	51.9	48.1	7.2
10	100.0	58.4	24.5	15.7	1.2	.2	51.6	48.4	6.8
11	100.0	61.2	21.9	15.6	1.1	.2	50.8	49.2	6.0
12	100.0	61.9	20.6	16.5	.9	.1	52.8	47.2	5.5
TOTAL	100.0	55.7	28.1	14.8	1.2	.1	51.6	48.4	8.3
ELEMENTARY (PK-8)	100.0	54.2	29.3	14.5	1.3	.1	51.6	48.4	9.0
SECONDARY (9-12)	100.0	59.4	23.6	15.8	1.1	.2	51.8	48.2	6.4

NOTE: Percents may not sum to 100 due to rounding.

SOURCE: TEA, *Fall Survey of Pupils in Membership, Fall 1981.*

The Home Language Survey, designed to determine the number of limited English proficient students in each district and establish the resulting need for bilingual teachers was developed and distributed by the Texas Education Agency. Data outlined in Tables E and F were required by the bilingual education and teacher certification divisions to help identify specific needs.

Table E identifies the bilingual education and other language student count necessary for state funding under Senate Bill 477 and State Board of Education rule 19 TAC Chapter 77, subchapter R. Table F shows the number of certified/permit bilingual education teachers and English as a second language teachers needed for staffing the state-funded programs in 1981-82.

Table E

Numbers of Limited English Proficiency Students (LEPS) In State Programs: 1981-82

Language Programs	LEPS BE	LEPS ESL	Language Programs	LEPS BE	LEPS ESL	Language Programs	LEPS BE	LEPS ESL
Afghan		3	Hebrew		32	Polenesian		1
Algerian		1	Hindu		39	Polish		22
Amharic		15	Hmuong		42	Portuguese		35
Arabic		189	Hungarian		3	Punjabi		35
Armenian		4	Ibo		6	Romanian		19
Asian		13	Ilocano		2	Russian		23
Assyrian		1	Indian		68	Samoan		3
Bengali		2	Indochinese		5	Seminole		1
Burmese		10	Italian		29	Serbo-Croatian		1
Cambodian		836	Japanese	111	140	Sign Language		1
Chaldean		1	Jordanian		2	Sioux		1
Chamorro		1	Kache		1	Sinhala		2
Chau Chow		4	Kadradi		1	Spanish	147,489	85,673
Cherokee		1	Khmer		836	Swahili		1
Chinese		596	Korean		527	Swedish		9
Choctow		3	Kurdish		4	Swiss		1
Coushatta Indian		1	Lahambang		1	Syrian		4
Croatian		1	Laotian		1,638	Tagalog		42
Creole		1	Latvian		1	Tamil		3
Czech		9	Lebanese		10	Telugu		3
Danish		8	Libyan		3	Thai		75
Dutch		30	Malay		4	Taiwanese		3
Egyptian		4	Malaysian		22	Tonga		
Ethiopian		2	Mandarin		6	Tugrenia		1
Filipino		48	Moslem		2	Turkish		10
Finnish		3	Navajo		8	Urdu		44
French		144	Nigerian		15	Vietnamese	552	4,160
German		69	Norwegian		25	Yiddish		1
Greek		34	Pakistani		11	Yugoslavian		5
Gujarati		61	Patlan West Indies		1	Other Languages		431
Haitian-Creole		2	Persion (Farsi)		65			
						TOTAL	148,152	96,284
						TOTAL LEPS		244,436

Table F

Bilingual Education and English as a Second Language Teachers by Region, 1981-82

Region	Certified Bilingual Teachers	Bilingual Teachers on Permit	ESL Teachers
1	2,358	339	458
2	416	39	125
3	10	0	83
4	428	49	83
5	1	8	18
6	13	10	45
7	6	25	70
8	1	0	23
9	8	2	13
10	309	63	1,320
11	17	27	384
12	17	1	43
13	267	34	394
14	46	4	127
15	124	17	49
16	68	9	56
17	303	36	86
18	95	12	69
19	606	297	232
20	1,533	144	383
TOTAL	6,626	1,166	4,061

SOURCE: Texas Education Agency
Division of Bilingual Education
Fall, 1981

Table G presents data tabulated from a mail survey of all school districts conducted by the Texas Education Agency in July 1982. Some 594 school districts or 54 percent of the total responded voluntarily with completed survey questionnaires. They reported areas of assignment which were not staffed, teacher assignments made via permit, assignments made by temporary classroom permits, and projections for future personnel shortages. The data indicates current shortages of certified bilingual and English as a second language teachers will be compounded in the future.

Table G

Vacancies, Special Permits, TCAPS, and Projected Areas of Future Shortage Based Upon Responses from 594 Districts

Teaching Field	Number of Vacancies	Number of Emer./Spec. Assignment Permits	Number of TCAPS	Percent of Districts Projecting Future Shortage
ELEMENTARY	148	631	400	63%
PreK-K	8	61	—	12%
Reg. Elem.	42	90	—	7%
Special Ed.	27	147	—	37%
Bilingual Ed.	29	205	—	41%
ESL	29	92	—	30%
Other	13	36	—	1%
SECONDARY	259	899	1187	95%
Math	67	148	256	84%
Science	47	142	298	77%
English	16	41	127	15%
Physical Ed.	17	20	50	19%
Voc. Ed.	58	321	48	44%
Special Ed.	24	147	42	37%
Bilingual Ed.	7	26	136	35%
Other	23	54	230	6%

SOURCE: Division of Research and Planning
Texas Education Agency

Tables H through J project teaching areas and assignments. Based on certain assumptions for projecting employment supply and demand, the model deals with such factors as previous enrollment, staffing patterns, pupil/teacher ratios, demand due to growth, replacement, and related factors. Data were provided by the superintendent's Annual Reports, Professional Personnel Roster, and teacher certification files. Additional information was provided by the Texas Department of Water Resources, Texas Department of Health, and the Texas Data Center.

Table H

Actual Employment, Projected Employment Attrition Rates and Average Annual Openings by Teaching Field

Teaching Field	Actual Employment for 1981-82	Projected Employment Demand 1989-90	Percent Attrition Rate	Total Openings due to Growth	Average Annual Openings due to Growth	Average Annual Openings due to Attrition	Total Average Annual Openings
PreK-K	7,924	10,960	7.9	3,036	380	750	1,130
Elementary	70,089	88,310	6.5	18,221	2,280	5,150	7,430
Secondary	77,780	87,620	7.4	9,840	1,230	6,120	7,350
Special Ed.	18,219	21,980	5.7	3,761	470	1,150	1,620
Bilingual	7,452	9,270	5.9	1,818	230	490	720
English	15,625	17,520	5.0	1,895	240	830	1,070
Mathematics	9,940	11,130	6.5	1,190	150	680	830
Science	7,996	8,940	8.2	944	120	690	810
Social Science	9,530	10,690	6.9	1,160	140	700	840
Other Languages	1,812	1,930	8.2	118	20	150	170
Fine Arts	5,655	6,310	7.5	655	80	450	530
Business	2,880	3,160	7.5	280	30	230	260
Health/P.E.	8,421	9,380	8.0	959	120	710	830
Vocational	11,109	12,530	6.9	1,421	180	820	1,000

Table I

Average Annual Supply

Certification Level	Initial Certificates 78-79	79-80	80-81	Average Annual New Certificates	One-Year Certificates 78-79	79-80	80-81	Average Annual One-Year Certificates	Total Average Annual Supply
PreK-K	1652	1609	1413	1440	93	118	185	180	1620
Elementary	4940	4835	4508	4540	742	839	1213	1160	5700
Secondary	4660	4095	3616	3830	567	605	809	800	4630
Bilingual Ed.	345	37[illegible]	367	360	1	3	[illegible]	10	370
Voc. Ed.	638	573	530	540	31	35	40	40	580
Special Ed.	945	984	950	950	152	181	311	290	1240
English	1134	911	851	860	146	158	196	190	1050
Mathematics	343	292	244	250	62	73	70	70	320
Science	610	544	573	570	50	58	94	90	660
Social Sci.	1125	1015	892	910	86	110	148	140	1050
Other Lang.	285	250	217	220	54	61	78	80	300
Fine Arts	355	303	297	300	38	38	67	60	360
Business	431	353	326	330	41	29	33	30	360
Health/P.E.	1451	1392	1369	1370	75	85	149	140	1510

Table J

Average Annual Teacher Surplus (or Shortage)

Teacher Category	Average Annual Supply	Average Annual Demand	Average Annual Surplus (or Shortages)
PreK-K	1,620	1,130	490
Elementary	5,700	7,430	(1,730)
Secondary	4,630	7,350	(2,720)
Special Ed.	1,240	1,620	(380)
Bilingual Ed.	370	720	(350)
English	1,050	1,070	(20)
Mathematics	320	830	(510)
Science	660	810	(150)
Social Sci.	1,050	840	210
Languages	300	170	130
Fine Arts	360	530	(170)
Business	360	260	100
Health & P.E.	1,510	830	680
Voc. Ed.	580	1,000	(420)

SOURCE: Division of Research and Planning
Texas Education Agency

A survey of colleges and universities shows existing bilingual education teacher training programs operating at less than capacity level. All institutions surveyed indicated space was available for additional students. (Appendix B.)

This surplus of openings follows the same pattern established earlier by the intensive training institutes. Each year the Texas Education Agency funded more openings than the regional education service centers and school districts could fill.

Recruiting teachers and potential teachers presents a continuing problem. At the same time, the need for certified personnel for both bilingual education and English as a second language programs grows more acute each day.

The State Board of Education has responded with the following interim measures:

(1) Provided for temporary deviations from bilingual staffing requirements for districts unable to secure a sufficient number of certified teachers with bilingual education endorsements to fill mandated programs

   (A) Activated emergency permits and special assignment permits in bilingual education and ESL as provided for in State Board of Education rules 19 TAC §141.291-.294 and 19 TAC §141.296-.297. (See Appendix C)

   (B) Removed restriction for Temporary Classroom Assignment Permit use for bilingual education from State Board of Education rule 19 TAC §141.297(b)(3) for a period extending from September 1981 through October 15, 1983. (See Appendix D)

   (C) Provided for temporary classroom assignment permits in bilingual education (resource or tutorial arrangments) for a period extending from September 1981 through October 15, 1983, as provided in SBOE rule 19 TAC §141.297. (See Appendix E)

   (D) Provided for activation of temporary classroom assignment permits in bilingual education on a hardship basis for individuals not meeting general requirements for a period extending from September 1981 through October 1983 as provided for in SBOE policy 62.22.090(h) and (i). (See Appendix E)

(2) Amended certification programs to include ESL endorsement requirements as recommended by the Commission on Standards for the Teaching Profession. (See 19 TAC §141.217, Appendix F)

Recruitment Plan

A recruitment plan was considered necessary if the desired increase of teachers is to be achieved. The initial effort focused on certified teachers:

(1) Encourage certified teachers with bilingual education specialization or endorsements to seek employment in Texas.

(A) Encourage currently certified teachers in Texas who are not employed or who are teaching in other areas of specialization or endorsements to seek employment in Texas.

(i) Submit news articles for use in publications of professional organizations within the state.

(ii) Register needs with placement services divisions in professional organizations and colleges and universities.

(iii) Develop spot announcements and news releases for radio, television, printed media, etc.

(B) Encourage teachers with out-of-state certification to seek employment in Texas as bilingual education and/or ESL teachers.

(i) Place ads in selected national publications.

(ii) Register needs with placement services divisions in colleges and universities in other states.

(2) Encourage certified teachers who were proficient in the language of the target population to seek bilingual and ESL endorsements.

(A) Encourage certified teachers who were proficient in the language of the target population to seek bilingual and ESL endorsements or to accept bilingual assignments for which emergency permits may be activated.

(B) Encourage certified teachers with specializations or teaching fields in the language of the target population to seek bilingual or ESL endorsements or to accept bilingual assignments for which emergency permits may be activated.

(C) Encourage certified teachers of English and other languages to seek ESL endorsement.

The second step in the recruitment proposal was designed to focus on the following areas:

(1) Target certified teachers for short range recruitment programs.

(2) Encourage educational aides who are proficient in the language of the target population and who show potential and desire to continue their education to seek certification with bilingual specialization and/or teaching fields.

(3) Advise college students who are in language programs for the target populations to pursue teacher certification in bilingual education or ESL.

(4) Recruit high school students for teacher training in bilingual education or ESL.

(5) Counsel students seeking secondary certification to utilize elective hours to study the language of the target population.

(6) Advise students desiring teaching specializations or teaching fields in English to seek ESL endorsements.

The plan to meet the teacher supply needs for bilingual education and English as a second language requires the cooperation of the Texas Legislature; State Board of Education; Texas Education Agency; Coordinating Board, Texas College and University System; and the public schools of Texas. The report and plan include the following recommendations.

Recommendations

1. Restructure the Texas Public Education Compensation Plan to provide an attractive entry level salary for bilingual and English as a second language teachers.

2. Provide state funding for school districts to develop recruiting, retention and retraining programs to meet unique personnel needs.

3. Provide teacher education scholarships for Texas high school students who rank in the top 15 percent of their high school graduating class.

4. Create a low-interest direct student loan program for students in programs where a shortage of teachers exists. Provide for a gradual "forgiven" process as recipients complete a specific number of years service in Texas public schools.

5. Implement a comprehensive communications program designed to enhance the public perception of teachers and to communicate career opportunities.

6. Develop a statewide position/personnel registry based in the 20 regional service centers.

7. Request Commission on Standards for the Teaching Profession to recommend that teacher centers develop recruitment and career counseling programs.

8. Work with colleges and universities to provide bilingual education in the state's areas of greatest need. Also encourage scheduling classes at night and on Saturday so teachers currently employed would improve their skills or earn additional certification.

9. Allow off-campus courses for bilingual education and English as a second language to be funded without penalty.

Appendix A

Institution	*Undergraduate Bilingual Education*	*Graduate Bilingual Education*	*English As A Second Language*
Abilene Christian University	x		x
Angelo State University	x	x	
Baylor University	x	x	
Corpus Christi State Univ.	x	x	
East Texas State Univ.	x	x	x
Hardin-Simmons Univ.	x	x	x
Houston Baptist Univ.	x	x	x
Laredo State Univ.	x	x	
McMurry College	x	x	
North Texas State Univ.	x	x	
Our Lady of the Lake Univ.	x	x	
Pan American University	x	x	x
Prairie View A&M Univ.	x		
St. Edward's Univ.	x	x	x
Sam Houston State Univ.	x	x	
Southern Methodist Univ.	x	x	
Southwest Texas State Univ.	x	x	
Southwestern University	x	x	
Stephen F. Austin State Univ.	x	x	x
Sul Ross State Univ.	x	x	
Tarleton State Univ.	x	x	
Texas A&I University	x	x	x
Texas Christian Univ.	x		
Texas Tech Univ.	x	x	
Texas Southern Univ.	x	x	
Texas Wesleyan College	x	x	
Texas Woman's Univ.	x	x	x
Trinity University	x		
Univ. of Houston (Clear Lake)	x	x	
Univ. of Houston (Houston)	x	x	
Univ. of Houston (Victoria)	x	x	
Univ. of St. Thomas	x	x	x
Univ. of Texas (Arlington)	x	x	x
Univ. of Texas (Austin)	x	x	
Univ. of Texas (El Paso)	x	x	x
Univ. of Texas (Permian Basin)	x	x	
Univ. of Tex. (San Antonio)	x	x	x
Wayland Baptist Univ.	x		x
West Texas State Univ.	x	x	

Appendix B

Estimates of Enrollment and Capacity Based Upon A Sampling of 15 Institutions

Institution	Enrollment		Capacity	
	UG Prog.	PG Prog.	UG Prog.	PG Prog.
Angelo State	20	16	80	30
Baylor	47	1	250	50
Laredo State	75	63	150	100
Pan American	450	108	450	110
Sam Houston State	38	NA*	85	NA*
St. Edward's	55	4	150	35
Southwest Texas State	93	44	150	45
Texas A & I	176	75	200	150
Texas Tech	15	15	30	30
Texas Wesleyan	24	7	50	15
University of Houston	80	50	160	100
University of Texas				
at El Paso	412	150	500	500
at San Antonio	30	100	200	300
at Austin	38	10	200	300
TOTALS	1,553	643	2,655	1,765

*Sam Houston State does not have an approved postgraduate program.

Appendix C

Subchapter N. Emergency Teaching Permits, Special Assignment Permits, and Temporary Classroom Assignment Permits

Source: The provisions of this Subchapter N amended September 1976 to be effective October 14, 1976, 1 TexReg 2766; amended October 1979 to be effective November 22, 1979, 4 TexReg 4131; amended January 1981 to be effective February 6, 1981, 6 TexReg 415, unless otherwise noted.

§141.291 (226.62.22.001). *Policy.*

Emergency teaching permits, special assignment permits, and temporary classroom assignment permits, valid for not more than one scholastic year, may be authorized in accordance with applicable law under requirements and procedures adopted by the State Board of Education upon recommendations of the commissioner of education.

Source: The provisions of this §141.291 adopted January 1981 to be effective February 6, 1981, 6 TexReg 415.

§141.292 (226.62.22.010). *General Provisions.*

(a) A superintendent who is unable to secure an appropriately certified individual to fill a vacant position may pursue one of the following options:

(1) activate an emergency teaching permit (form TCER-024) for an individual who is not certified or is not certified at the appropriate level for regular teacher of young children, elementary, junior high or high school classroom assignments (§141.294 (226.62.22.030) of this title (relating to Emergency Teaching Permits: Requirements and Procedures), and §141.295 (226.62.22.040) of this title (relating to Vocational Education Emergency Teaching Permits: Requirements and Procedures));

(2) activate a special assignment permit (form TCER-024) for an individual who is not certified for assignment to a professional service, special education, bilingual education, or kindergarten position (§141.296 (226.62.22.050) of this title (relating to Special Assignment Permits: General Provisions) and §141.297 (226.62.22.060) of this title (relating to Special Assignment Permits: Specific Requirements));

(3) activate a temporary classroom assignment permit (form TCER-012) for a teacher who is certified to teach in grades six to 12, but who will be assigned outside the certified area(s) at the secondary level (§141.299 (226.62.22.090) of this title (relating to Temporary Classroom Assignment Permits)).

(b) All vocational permits must be requested (form TCER-009) from and issued or renewed by the Division of Teacher Certification as specified in §141.295 (226.62.22.040) of this title (relating to Vocational Education Emergency Teaching Permits: Requirements and Procedures)).

(c) A permit is authorized for the local public school district, and is not the property of the individual for whom the permit was activated.

(d) A permit is authorized on the basis of the teacher's having completed the requirements for the permit requested.

(e) A permit is valid only for the remainder of the scholastic year during which it is activated and only in the school system through which the application for the permit was made.

(f) If a permit issued by the Texas Education Agency is not utilized, it should be returned to the Division of Teacher Certification for cancellation.

(g) A permit may be authorized on a hardship basis for an individual who does not meet full permit requirements only if written approval has been received from the Division of Teacher Certification. The district must:

(1) document local conditions which necessitate the assignment of an individual who does not meet permit requirements;

(2) verify that the individual will be enrolled in the first available course(s) listed on the deficiency plan; and

(3) request renewal directly from the Division of Teacher Certification only if permit renewal requirements are not met.

(h) An appropriately certified applicant who was not employed for a position that was filled by an individual for whom a permit was activated by the superintendent may appeal the decision of a local school board directly to the commissioner of education.

§141.293 *General Requirements of an Individual for whom a Permit is Activated.*

(a) The individual for whom a permit is activated must:

(1) hold a bachelor's degree from an accredited institution of higher learning; or, for permits authorized on a hardship basis, a minimum of 90 semester hours from an accredited institution of higher learning in lieu of a degree; or for some vocational permits, specified work experience in lieu of a degree (specific requirements for vocational permits §141.295 (226.62.22.040) of this title (relating to Vocational Education Emergency Teaching Permits: Requirements and Procedures);

(2) be a citizen of the United States or be in process of becoming a naturalized citizen as evidenced by filing a declaration of intention;

(3) be at least eighteen years of age;

(4) be of good moral character; and

(5) be able to speak and understand the English language sufficiently to use it easily and readily in conversation and teaching.

§141.294 (226.62.22.030). *Emergency Teaching Permits: Requirements and Procedures.*

(a) Requirements. An emergency teaching permit may be activated for an individual who is not certified or who is not certified at the level of the assignment, provided that the following requirements are met:

(1) If the permit is for teaching at the elementary level, the individual must have completed 12 semester hours specifically designated as elementary education; or if the permit is for teaching at the secondary level, the individual must have completed minimum requirements for one teaching field and the permit can be authorized only for teaching in that field; and

(2) the individual must be able to complete all requirements for certification within three scholastic years from the date the initial permit is activated. (Exception: some vocational education areas, as specified in §141.295 (226.62.22.030) of this title (relating to Vocational Education Emergency Teaching Permits: Requirements and Procedures).

(3) A bilingual permit may be activated for a person who meets requirements for the level of assignment and who:

(A) is bilingual in English and the language of the target population; and

(B) has been admitted to a college approved program for bilingual education.

(4) A Reserve Officer Training Corps permit may be activated for a person who teaches ROTC and meets the requirements of the Reserve Officer Training Corps.

(5) An individual with a high school certificate and a teaching field in a foreign language may teach foreign language at the elementary level on an emergency teaching permit.

(A) The individual must complete six semester hours of elementary education during the first year in which the permit is valid.

(B) Continuation in this assignment should be documented as follows:

(i) a teacher service record verifying continuation in this assignment; and

(ii) a transcript showing the completion of six semester hours of elementary course work should be placed in the individual's file at the local district.

(6) Individuals who have completed a program for teaching the severely/profoundly handicapped (including but not limited to deaf/blind) children, but do not hold a valid Texas teacher certificate, may be placed on an emergency teaching permit to teach severely/profoundly handicapped children until all certification requirements are met. These provisions are in effect only until August 31, 1982.

(7) An emergency teaching permit may be activated for an individual who is assigned to teach the deaf and/or severely hard of hearing providing that:

(A) the employing school district or cooperative has one or more fully certified deaf and/or severely hard of hearing teacher(s) serving in this instructional program; and

(B) the individual has completed one year of teaching experience or six semester hours directly related to teaching the deaf and/or severely hard of hearing.

(8) An emergency teaching permit may be activated for an individual who is assigned to teach speech and hearing therapy provided that:

(A) the employing school district or cooperative has one or more fully certified speech and hearing therapy teacher(s) serving in this instructional program;

(B) the individual has completed one year of teaching experience or six semester hours directly related to speech and hearing therapy; and

(C) the individual has completed a minimum of 24 semester hours in the field of speech.

(b) Application procedure for initial permit.

(1) The superintendent or authorized representative of a school district may activate an emergency teaching permit. The permit is activated by submitting to the Division of Teacher Certification the following items:

(A) a duplicate of an emergency teaching/special assignment permit (form TCER-024) completed prior to the date the individual's teaching duties began;

(B) an affidavit stating that the superintendent is unable to secure a person fully certified and qualified for the position and that the individual for whom the permit is activated is the best qualified person available;

(C) college deficiency plan (TCER-003) for completion of certificate requirements, verifying that the individual meets the grade point average required for admission to the teacher education program, and all requirements for the certificate can be completed within the following three years; and

(D) fee.

(2) The school district will maintain the following items in the teacher's personnel file:

(A) the original emergency teaching/special assignment permit form (TCER-024) completed prior to the date the individual's teaching duties began;

(B) deficiency plan as described above; and

(C) official transcripts showing completion of permit requirements.

(3) If the individual meets full permit requirements, the permit will be authorized with no Texas Education Agency action required.

(4) If the individual does not meet full permit requirements, written approval from the Division of Teacher Certification must be in the district's personnel files before the permit will be authorized.

(5) The Texas Education Agency will use as the effective date of the initial emergency teaching permit the date the application is signed by the superintendent or authorized representative and notarized.

(c) Renewal procedures.

(1) Two emergency teaching permit renewals are available provided that all requirements for renewal are completed. For some vocational education areas, only one permit renewal is available.

(2) The superintendent of a public school district is authorized to renew emergency teaching permits a maximum of two consecutive times provided that the following renewal requirements and procedures are met:

(A) The permit is renewed for the same assignment in the same school district as the initial permit.

(B) An emergency teaching permit is renewed by placing the following items in the teacher's personnel file in the local school district office:

(i) renewal form completed on reverse side of original emergency teaching/special assignment permit (form TCER-024) prior to beginning date of teaching duties; and

(ii) official transcript(s) showing a minimum of six semester hours or one-third of the deficiencies for the target certificate have been removed each year.

(3) Requests for renewal of emergency teaching permits must be submitted to the Division of Teacher Certification when:

(A) all renewal requirements have not been completed;

(B) the renewal is for a change of assignment or school district or both;

(C) the renewal is for non-consecutive years; or

(D) the renewal is for a vocational assignment. Request must be submitted on form TCER-009, as revised.

(E) The following items must be submitted with the renewal request:

(i) a duplicate of an emergency teaching/special assignment permit form (TCER-024) completed prior to the date the individual's teaching duties began;

(ii) fee;

(iii) deficiency plan for completion of certificate requirements; and

(iv) official transcripts of credits completed after issuance of initial permit.

§141.295 (226.62.22.040). ***Vocational Education Emergency Teaching Permits: Requirements and Procedures.***

(a) Requirements for vocational agriculture emergency teaching permits.

(1) Agriculture coordinated vocational-academic education (CVAE).

(A) Valid vocational agriculture certificate.

(B) One permit may be issued to allow the teacher to attend a summer workshop after the first year of teaching this student population or to complete six hours of upper level specified technical agriculture courses in the area of specialization approved by the Texas Education Agency.

(2) Agriculture vocational education for the handicapped (VEH).

(A) Valid vocational agriculture certificate.

(B) One permit may be issued to allow the teacher to attend a summer workshop after the first year of teaching this student population or to complete six hours of upper level specified technical agriculture courses in the area of specialization approved by the Texas Education Agency.

(3) Agriculture pre-employment laboratory (regular).

(A) Valid vocational agriculture certificate.

(B) One permit may be issued to allow the teacher to attend a summer workshop after the first year of teaching this student population or to complete six hours of upper level specified technical agriculture courses in the area of specialization approved by the Texas Education Agency.

(4) Agriculture cooperative part-time training.

(A) Valid vocational agriculture certificate.

(B) One permit may be issued to allow the teacher to attend a summer workshop after the first year of teaching this student population or to complete a three-hour upper level specialized course in the area of specialization approved by the Texas Education Agency.

(5) Submission of an application with the designated fee and official transcripts or evidence of workshop attendance to the Division of Teacher Certification.

Source: The provisions of this §141.295 amended September 1981 to be effective October 9, 1981, 6 TexReg 3595.

§141.296 (226.62.22.050). *Special Assignment Permits: General Provisions.*

(a) The superintendent or authorized representative of a school district may activate a special assignment permit for an individual who holds a valid Texas teacher certificate but needs additional preparation in the area of assignment.

(b) The special assignment permit is valid only for the remainder of the scholastic year during which it is activated, only in the school system which activates the permit, and only for the specific assignment for which the permit was authorized.

(c) The special assignment permit may be authorized on a hardship basis for a teacher who does not meet full permit requirements only if written approval has been received from the Division of Teacher Certification.

(d) Exceptions to the general special assignment permit provisions are stated in §141.297 (226.62.22.060) of this title (relating to Special Assignment Permits: Specific Requirements).

§141.297 (226.62.22.060). *Special Assignment Permits: Specific Requirements.*

(a) Special education permit areas.

(1) Deficient vision:

(A) valid Texas teacher certificate;

(B) six semester hours directly related to teaching students with deficient vision, or one year of teaching experience;

(C) ability to read and write braille and to teach the reading and writing of braille; and

(D) one or more units in operation in this specific area in the employing school district or cooperative with a teacher fully certified in this area.

(2) Early childhood education for handicapped children:

(A) valid Texas elementary, all-level, vocational homemaking, deaf and/or severely hard of hearing, or speech and hearing therapy certificate; and

(B) six semester hours directly related to early childhood education or education for handicapped children or a combination of both, or one year of teaching experience.

(3) Emotionally disturbed:

(A) valid Texas teacher certificate; and

(B) six semester hours directly related to teaching the emotionally disturbed, or one year of teaching experience.

(4) Homebound or hospitalized (only one permit is available—no renewal):

(A) valid Texas teacher certificate; and

(B) one year of teaching experience.

(5) Language and/or Learning Disabilities (LLD):

(A) valid Texas teacher certificate; and

(B) six semester hours directly related to teaching the language and/or learning disabled, or one year of teaching experience.

(6) Mentally retarded:

(A) valid Texas teacher certificate; and

(B) six semester hours directly related to teaching the mentally retarded, or one year of teaching experience.

(7) Physically handicapped (also referred to as minimally brain injured):

(A) valid Texas teacher certificate; and

(B) six semester hours directly related to teaching the physically handicapped, or one year of teaching experience.

(8) Severely/profoundly handicapped:

(A) Special assignment permit requirements—prior service:

(i) valid Texas special education certificate, or valid Texas teacher certificate with a special education endorsement; and

(ii) two years of successfully teaching severely/profoundly handicapped children, including but not limited to deaf/blind children in an accredited and/or approved school, agency, or institution.

(B) Special assignment permit requirements—no prior service:

(i) valid Texas teacher certificate; and

(ii) six semester hours of field experience in an accredited and/or approved school, agency, or institution.

(b) Kindergarten.

(1) Valid Texas elementary, all-level, librarian (based on elementary certificate), vocational homemaking, deaf/severely hard of hearing, or speech and hearing therapy certificate.

(2) One renewal is available provided that six semester hours of kindergarten course work is completed prior to renewal.

(c) Bilingual education.

(1) Original requirements.

(A) valid Texas teacher certificate; and

(B) six semester hours in an approved bilingual teacher preparation program at an institution of higher education; or

(C) have demonstrated professional level oral and written proficiency in the language of the target population as measured by an examination approved by the Texas Education Agency; or

(D) have successfully completed six semester hours in the study of the language of the target population at an institution of higher education.

(2) Renewal requirements. A special assignment permit for bilingual education may be renewed a maximum of two times. To renew the permit which allows a person to continue an assignment in an approved bilingual education program, the school district must maintain the following in the teacher's personnel file:

(A) verification of regular progress, a minimum of six semester hours, in an approved bilingual teacher preparation program at an institution of higher education; and

(B) demonstration of progress toward professional level oral and written proficiency in the language of the target population as shown by improved scores on examinations approved by the Texas Education Agency.

(d) English as a second language.

(1) valid Texas teacher certificate based on completion of an approved teacher education program; and

(2) six semester hours directly related to teaching English as a second language or one year of successful classroom teaching experience.

(e) Learning resources.

(1) valid Texas teacher certificate;

(2) one year of teaching experience; and

(3) nine semester hours of course work designed to develop basic learning resources competencies.

(f) Counselors.

(1) Counselor (regular):

(A) valid Texas teacher certificate;

(B) 30 semester hours graduate-level credit with graduate-level preparation in counseling; and

(C) three years of teaching experience.

(2) Special education counselor:

(A) valid Texas teacher certificate;

(B) 30 semester hours graduate-level credit including graduate-level preparation for the special education counselor assignment; and

Appendix D

Proposed Amendment to 19 TAC Section 141.297
Temporary Classroom Assignment Permits

Section 141.297 (226.62.22.090). *Temporary Classroom Assignment Permits*

(a) The superintendent of a public school district may activate a temporary classroom assignment permit (TCAP) for an individual assigned to teach outside the certified teaching fields in departmentalized grades six to 12.

(b) A TCAP may only be activated in compliance with the following provisions:

(1) An emergency need should be evident.

(2) The TCAP may only be used for assignment to teach a maximum of two subjects for which the teacher is not certified.

(3) The TCAP is only applicable for classroom teaching assignments in a departmentalized situation. The TCAP should not be used for the following assignments:

(A) elementary, grades kindergarten through five:

(B) self-contained sixth grade;

(C) special education:

(D) vocational education;

(E) professional service positions.

(4) UNTIL OCTOBER 15, 1983, DISTRICTS MAY ACTIVATE TCAPS FOR THE ASSIGNMENT OF TEACHERS TO RESOURCE AND TUTORIAL ARRANGEMENTS IN BILINGUAL EDUCATION AND OTHER SPECIAL LANGUAGE PROGRAMS REQUIRED UNDER CHAPTER 77, SUBCHAPTER R OF THIS TITLE (RELATING TO BILINGUAL EDUCATION AND OTHER SPECIAL LANGUAGE PROGRAMS.)

(5) THE TCAP MUST BE ACTIVATED ON OR BEFORE THE DATE TEACHING DUTIES BEGIN.

(c) through (h) no change.

Appendix E

§141.299 (226.62.22.090). *Temporary Classroom Assignment Permits.*

(a) The superintendent of a public school district may activate a temporary classroom assignment permit (TCAP) for an individual assigned to teach outside the certified teaching fields in departmentalized grades six to 12.

(b) A TCAP may only be activated in compliance with the following provisions:

(1) An emergency need should be evident.

(2) The TCAP may only be used for assignment to teach a maximum of two subjects for which the teacher is not certified.

(3) The TCAP is only applicable for classroom teaching assignments in a departmentalized situation. The TCAP should not be used for the following assignments:

(A) elementary, grades kindergarten through five;

(B) self-contained sixth grade;

(C) special education;

(D) vocational education; or

(E) professional service positions.

(4) Until October 15, 1983, districts may activate TCAPS for the assignment of teachers to resource and tutorial arrangements in bilingual education and other special language programs required under Subchapter R of Chapter 77, of this title (relating to Bilingual Education and Other Special Language Programs).

(5) The TCAP must be activated on or before the date teaching duties begin.

(c) A TCAP is valid only for the school year and the assignment for which it is activated.

(d) A TCAP expires at the end of the school year or at the end of the assignment, whichever occurs first.

(e) An emergency teaching permit may not be activated for a certified teacher who does not meet TCAP requirements.

(f) Requirements for a teacher who will be assigned on a TCAP:

(1) hold one of the following valid Texas teacher certificates:

(A) elementary;

(B) junior high school;

(C) high school;

(D) all-level;

(E) vocational homemaking; or

(F) vocational agriculture.

(2) A TCAP must be activated for a teacher to teach in a subject for which the teacher is not currently certified if:

(A) assigned to two or more class periods in that subject. Completion of 12 semester hours of course work toward an appropriate teaching field is required.

(B) assigned to only one class period in a subject for which fewer than 12 semester hours toward an appropriate teaching field have been completed.

(3) If assigned to teach in departmentalized grades seven to eight, an elementary certified teacher must have 18 semester hours in the subject taught. A TCAP may be activated for a teacher who has fewer than 18 semester hours, provided the teacher meets TCAP requirements.

(4) No TCAP is required for a teacher who has completed 12 or more semester hours in a field if assigned to teach only one class period in that subject.

(g) Procedure for activation of a temporary classroom assignment permit. No action by the Division of Teacher Certification is required. The original permit is activated by the employing superintendent by placing the following materials in the teacher's personnel file:

(1) temporary classroom assignment permit form (TCER-024) completed prior to the date on which teaching duties begin;

(2) documentation of conditions causing the need to assign a teacher who is not fully certified in the subject(s) to be taught, may include conditions such as:

(A) resignation or severance of personnel;

(B) unexpected enrollment or unusual population increases;

(C) demands for additional class sections or courses; or

(D) declining enrollment.

(E) Conditions may be stated in the lower margin on the front page of the TCAP form.

(3) deficiency plan for the target certificate, verifying that the individual meets the grade point average required for admission to the teacher education program; and all requirements for the teaching field(s) can be completed within two years; and

(4) official transcripts verifying completion of semester hours required for assignment.

(h) A TCAP may be activated on a hardship basis for a teacher who does not meet requirements only if written approval has been received from the Texas Education Agency. The TCAP form, deficiency plan, official transcripts, and TEA approval must be maintained in the teacher's personnel file.

(i) One renewal of the temporary classroom assignment permit may be activated by the superintendent, in compliance with the following requirements:

(1) renewal for the same assignment by the same school district which activated the original TCAP.

Appendix F

§141.217 *English As A Second Language.*

(a) An applicant for an English as a second language (ESL) endorsement must have:

(1) Bachelor's degree.

(2) A valid Texas teacher certificate based on completion of an approved teacher education program.

(3) Twelve semester hours including studies in:

(A) language acquisition and development (psycholinguistics);

(B) methods of teaching English as a second language; and

(C) descriptive/contrastive linguistics.

(4) Evidence of a successful student teaching experience in an approved English as a second language program or one year of successful classroom teaching experience on a permit in an approved English as a second language or bilingual education program, as documented by the employing superintendent.

(b) Individuals may apply directly to the Texas Education Agency for evaluation for the English as a second language endorsement.

(c) In accordance with Texas Education Code §11.260(c), when specifically requested by a local school district, persons holding a degree and a provisional or professional teaching certificate who were assigned to teach English as a second language during the 1981-82 school year may continue in the same school district in such an assignment without having to meet the requirements of this section.

Source: The provisions of this §141.217 adopted February 1982 (emergency) to be effective February 23, 1982, 7 TexReg 841; amended April (1982 (permanent) to be effective May 18, 1982, 7 TexReg 1746).

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.